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ABSTRACT

Described is a project designed to make government lessons and economics more appealing to sixth-grade students by having them set up and run a model city. General preparation procedures and set-up of the project, specific lesson plans, additional activities, and project evaluation are examined. An actual 3-dimensional model city was set up on three 8-foot tables. A monetary system was developed. Within the city, each child assumed his or her role as a property owner, worker, and head of a family. From among their peers, students elected a city council and a mayor. The role of "fate" was played by the teacher. Specific lessons--for which objectives, materials needed, specific teaching procedures, and teacher notes describing what happened when the lesson was implemented are outlined--dealt with the following topics: transportation, funding education, trying to prevent a factory closing through the formation of a corporation, electing new council persons and a new mayor, pollution, nuclear power, and redevelopment. Interdisciplinary activities in which the students were involved included writing essays, writing newspaper articles, and designing buildings. Project evaluation procedures included student observation, quizzes, and an essay test. (RM)

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CITY PLANNING UNIT

GRADE 6

AMBOY ELEMENTARY

1981

SO 013 127

WILLIAM E. DALTON

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SURVEYING THEIR "city" are Amboy students (left) to right) Cindy Swigunski, Jeff Bennett. Jenny Greene, Beth Laituri and Carina Kategianes. Beth serves as mayor in the sixth-grade government lesson, while the others serve as councilmen. Not pictured is another councilman, Dana Zezzo. William Dalton is the class teacher and project originator.

(News-Herald Photo)

Students form own gov't.

By MARK TODD
News-Herald Reporter

The life of a councilman isn't an easy one — trying to satisfy disgruntled constituents, raise taxes, probe zoning problems and cut budgets. And all before recess.

Of course this council doesn't operate at City Hall, but in the smaller brick building on Amboy Road. These councilpersons are all students in William Dalton's sixth-grade class at Amboy Elementary School.

The duties of city officials assumed by pupils is just one of the methods Dalton uses to make government lessons more appealing. A miniature town has been constructed, complete with city services and departments.

"We've tried to make it as close as possible to the real thing," said Dalton, a teacher new to the Conneaut system. "The students handle questions on budgets, taxes, roads, schools and zoning. Someitmes we get pretty heated arguments."

Students also elect from among their peers a council and mayor. "And it's reelection time again," Dalton said smiling.

The project was begun three weeks ago, and is used to supplement the pupils' social studies lesson.

The kids really seem to enjoy it," Dalton added. "No one gets bored with it. They're learning without opening a government book. First-hand knowledge, really."

Earlier in the year he introduced his students to checkbooks and deposit slips. "Their accounts always totaled correctly, but I've yet to make my own checkbook balance," Dalton said.

AN INTRODUCTION

Probably the most rewarding unit I have done in my two years of teaching is my social studies activity, City Planning. Named Falls Creek, our model city became the focal point of interest in my classroom and a very effective educational center. The children were highly motivated into learning key concepts in sociology, economics, political science and general science. To a lesser extent, knowledge from every other subject in our curriculum was utilized.

I remember when I was in school, I hated the period between Christmas and Easter. The time seemed to really drag! For this reason, when the children came back from Christmas vacation, they found the city ready to go. We used it for the three month period as a supplement to our social studies book two to three times a week. We also used it when the inclement weather would not permit an outside recess. The children thought it was so much fun, they didn't mind.

I feel the city is excellent. It allows for children to learn while enjoying it. No matter what their level of achievement, the child can feel successful with their work in the unit. A high achiever might do an enrichment project in one specific area. A poorer student might be great in art, or managing money. They all have their talents and I have seen children who are usually"spaced-out" in class, come alive with this unit. My reward for all the time and effort I spend on"Falls Creek" is seeing this happen before my eyes.

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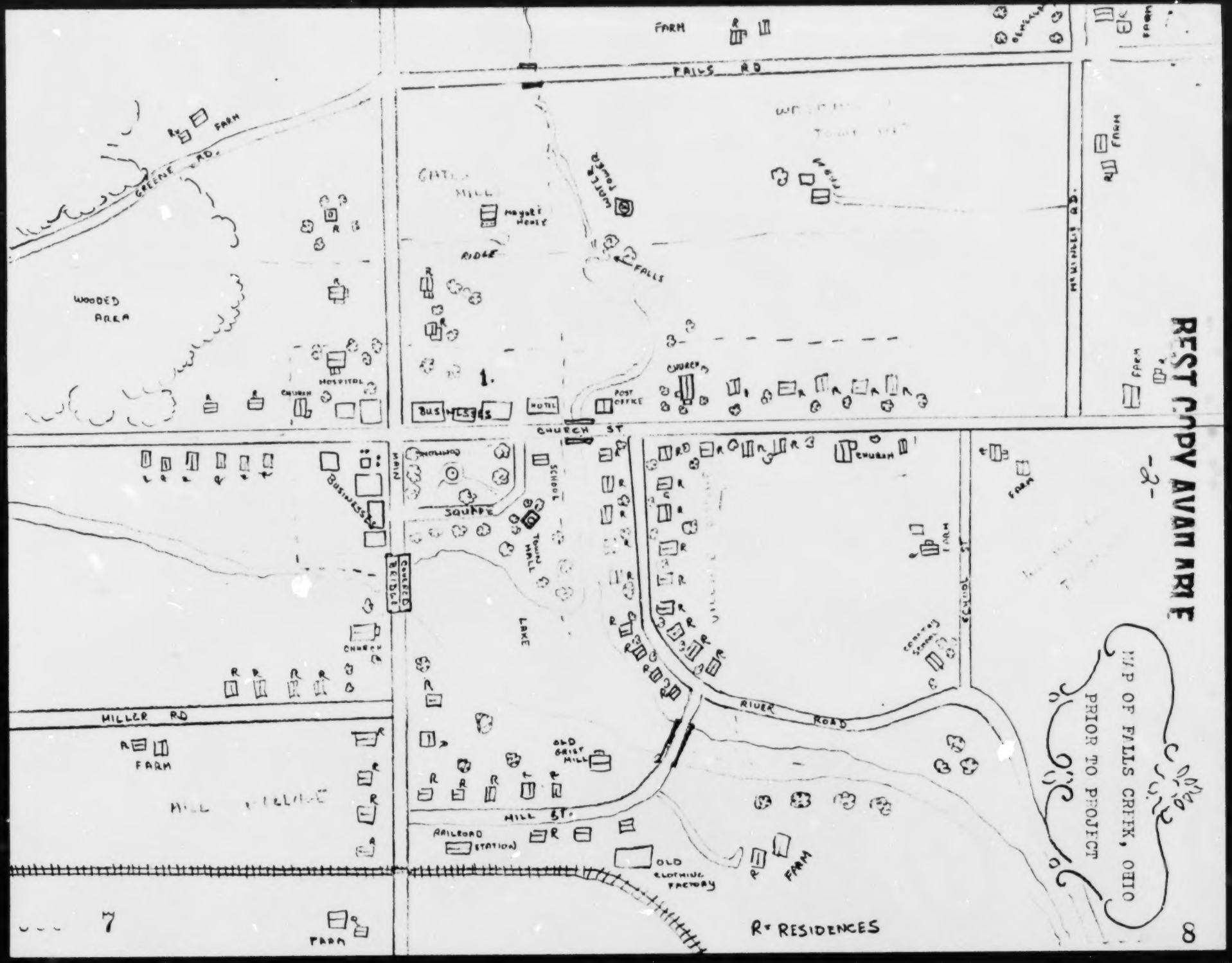
THE GEOGRAPHY OF FALLS CREEK,OHIO

The city used in my unit was an actual three-dimensional model city. Having an old, very large room, I was able to set up three eight foot tables side by side. I covered the tables with green construction paper and dressed it with creeks, trees, roads, homes and businesses. It had everything that a small town of this size might have.

Falls Creek, named for the falls caused by one of the tables I used being about four inches higher than the other two, was divided into over one-hundred deeded properties. The great number of properties allowed flexibility so that I, as"Fate", could acquire needed land for a city dump or power plant with little difficulty. The large number of deeds also enabled the children to buy more properties and businesses if they desired to.

The city was comprised of the main business district and four primarily residential districts; Gates Mills, for wealthy aristocracy, Mill Village, a poverty area near the railroad, River View and Washington Township, for the middle class and farmers respectively.

If someone wanted to have a city as I have done, three-dimensional buildings,etc. would not be necessary. The same can be accomplished by simply cutting out squares and rectangles, labeling them as the wanted buildings. It would become a two-dimensional map. I would however suggest that the 3-D model serves as an effective motivational force for the unit. It is well worth the effort.



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MONETARY SYSTEM

In order for our city to have an economy , we had to have a monetary system,something to buy goods and services. For our project, we used something called a"point" as our monetary unit. This became Falls Creek's medium of exchange.

As we discussed the above, we agreed that points were valuable because they were the means to buy things in the city and to pay expenses. They were a symbol of wealth.

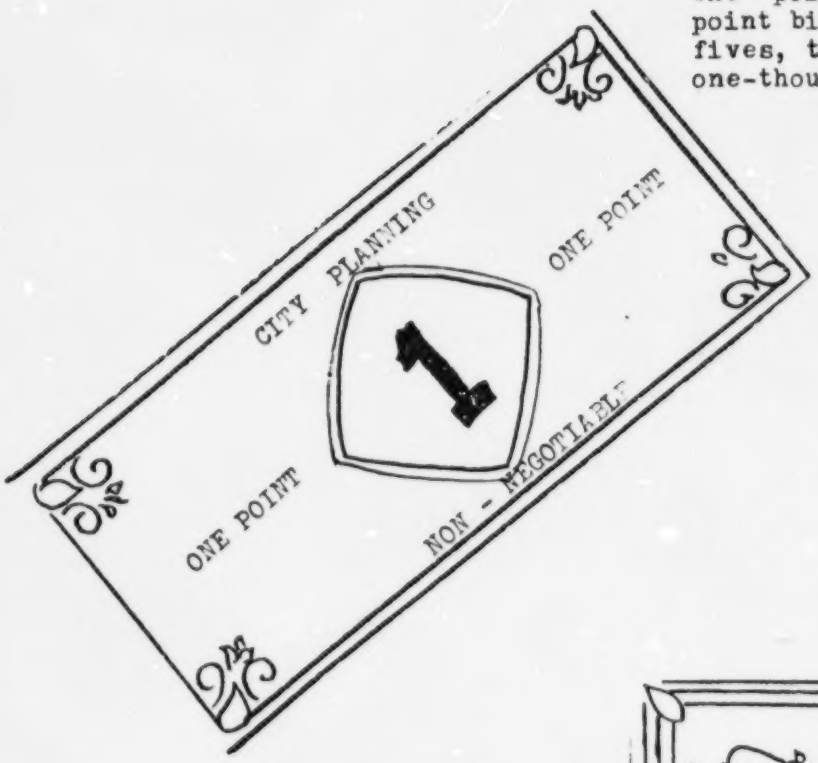
I knew the concepts we discussed were absorbed by the class when one day, while walking through the cafeteria, I caught one of the boys in my class buying an extra milk from another boy for five points!

PROPERTY OWNERSHIP

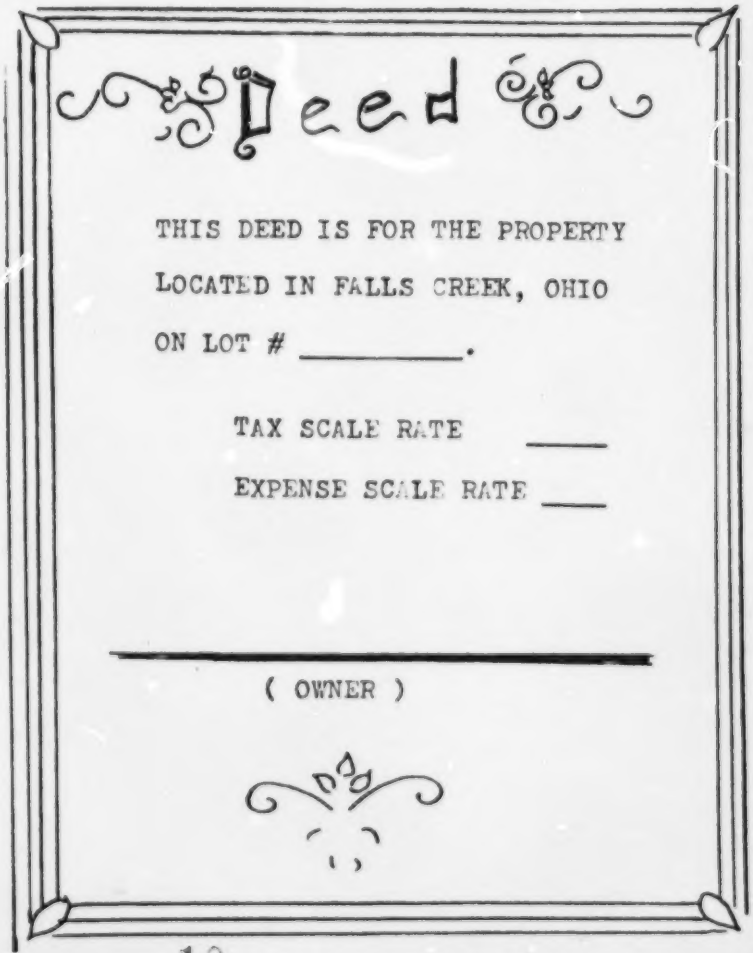
The children were given a house and property as we began the unit. Each was issued a deed for this property at the beginning of the unit to show ownership. I tried to give the children with higher incomes, better places to live. The lower income"families" were given slum houses in the Mill Village area.

I did not give anyone the ownership of a business as the unit began. It was their goal to try to acquire as much personal wealth as they could as we proceeded throughout the unit. I was amazed at the amount of self-interest this enabled us to view upon several moments when decisions needed to be made concerning the city. Children could either pay cash for a new business or they could apply for a loan from the bank,through me ("Fate"), at a 20% interest rate. If they were willing to take the chance, all they had to do was fill out an application and I would decide if they were a good risk.

The monetary unit of Falls Creek was the "point". Here is a sample of a one point bill. Other denominations included fives, tens, twenties, one-hundreds and one-thousands.

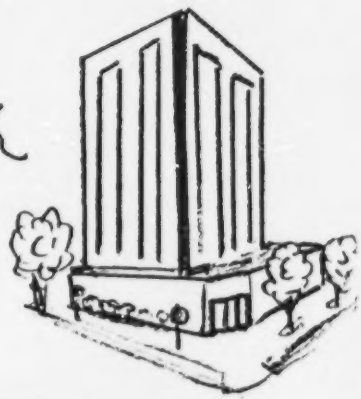


A sample deed to property or business in Falls Creek.



This is a sample loan application from the bank. Children who wished to apply for a loan would fill this form out and return it to me for my approval or disapproval. Once approved, I wrote a payment schedule on the back of the loan application. Each year, the student would then pay his or her installment.

Bank of Falls Creek



... LOAN APPLICATION...

Name_____

Address_____
Lot# City State

Occupation_____ Income_____
(Total)

Employer_____

Purpose for loan-explain :_____

_____

_____

_____

Amount of points requested:_____

****

BANK USE ONLY

Approved ( ) Disapproved ( ) Reason:_____

_____

_____

_____

Bank President

I sat aside fifteen minutes every morning for business transactions and personal financial counseling. Transactions could only be made at this time. This was done to save interference during our daily schedule.

The price of a business already existant in the city was 500 points. A completely new business, building, lot, and all cost the buyer 1000 points. Upon the purchase of the property or business, the student would recieve a deed to his or her property.

TAXATION

To begin our unit, each property had a set property tax rate. The tax rates, numbered 1-5, were listed on the individual deeds. If a student had a property with a tax rate of 4, his tax would be 25 points a year. See the chart below:

TAX RATE SCHEDULE

TAX RATE	TAX
1	5points
2	10points
3	15points
4	25points
5	40points

At the onset of the unit, I appointed one of my better math students tax collector. She kept everything well organized. I made a tax booklet to register deeds in and to check off names when people paid their taxes.

Property taxes were paid once a"year". Later the class implemented an income tax. Tax revenues were used to pay for the expenses of the city

LIVING EXPENSES - BUSINESS EXPENSES

The class also had to pay living expenses. To collect this charge, I set up another scale for payment of living and business expenses. This rate was also listed on the deeds for each property and labeled with a letter from A to E. Since someone living in the wealthy district would more than likely have a much greater living expense than someone living at the poverty level, this relationship made it easy to figure a rate for charging living expenses.

All businesses were given an"E" for their business expense rate.

BUSINESS AND LIVING EXPENSE CHART

Rate	Charge
A	2 times the roll of 2 dice
B	3 " "
C	4 " "
D	5 " "
E	10 " "

Once the deed was presented to a student I had appointed to collect expenses, the student would roll the dice and pay in accordance to the chart.

ROLES WITHIN THE CITY

Each child assumed their role as a property owner, worker and head of a family. Having 22 students in my class,I awarded five roles as wealthy people, five at poverty level, and the rest at a middle income area.

Below I have given a few examples of the types of roles and points paid to them for their service per "year".

STUDENT'S NAME	ROLE	PROPERTY #	INCOME
1.Brad	Doctor	17	100 points
2.Darryl	Electrician	32	55 points
3.Renee	Farmer	37	45 points
4.Tim	Janitor	6	20 points

A DEFINITION OF YEAR - PAYDAY

A year within our unit was simply one week, or there about. At my discretion, the class would have a "payday". Called one at a time, the students would stop at my desk and pick up their check,in payment for their services. They would then proceed to the bank, endorse the check and have it cashed by our banker. The student would then go to our tax collector and living expense collector. If they had any money left, this could be saved or invested.

GOVERNMENT

Elected by the public, our mayor served a four-year term. He or she was in charge of all council meetings.

The city council was made up of a councilman-at-large, representing all districts, and four councilmen, one from each of the four districts.

The services of the elected officials were rewarded by points. The mayor received an additional 50 points per year income. This helped them quite a bit since they still were able to draw their private incomes The councilmen each received an additional 20 points a year. The salaries were paid from the city treasury, held by the tax collector.

CITY EXPENSES

The city had their own set of expenses to pay. Usually increased annually due to rising cost, I, as "Fate" wrote the city's expenses each week. A sample of the expenses might look like the chart below.

EXPENSE	POINTS
SALARIES	
Mayor	50
Councilmen	20
Tax collector	10
Living Exp. collector	10
Town secretary	10
ROAD UPKEEP	100
SCHOOLS	100
BUILDING MAINTENANCE	30
POLICE DEPT	45
FIRE DEPT	30
TOTAL	405

Each year, the council would review the expenses and approve or disapprove the payment thereof. If the council had any major improvements to be made, they would have to budget the city's tax income to do so. It was very interesting!

COUNCIL MEETINGS

A council meeting could be called at anytime I felt there was an issue facing the community, anytime something needed to be brought to the attention of the class.

The mayor was in charge of the council meeting. The councilmen sat at a table near the front of the room. At times, when a problem would arise that merited a great deal of public input, the councilmen would be given five to ten minutes to break up into groups to discuss the issue with their constituents in the various districts.

A GENERAL MEETING OUTLINE

I. Call to order.

II. Treasurer's report.

III. Minutes from last meeting.

IV. Corrections or additions.

V. Old business.

VI. New business.

VII. Adjourn.

"FATE"

The role of fate is played by me. My job in this capacity is to tell the children the outcome or fate of their decisions. I can take the role of government to say a bridge needs replaced or I can assume the role of the weather to say a flood is occuring. I can deal misfortune like burning someone's home or bring about good news like someone has received an inheritance of 1000 points. I decide what time will tell the residents of the city. It is a job that is a great deal of fun!

The city unit's major areas of study are explained on the following pages. I tried to write my explanations of the activities I used in a lesson plan format for easy utilization by another teacher.

I wrote my comments and experiences with each of the seven major phases after each set of plans. You will find them under the heading "NOTES".

Each phase will span from 3 to 5 meetings. It must be remembered that in a lesson such as this, it is of uttermost importance that the teacher retain the role of "flexible facilitator". Learning takes time!

PHASE ONE

An interstate highway will locate within the city limits. The class assignment will be to discuss the economic and social changes that will occur in the community as a result of the freeway.

TRANSPORTATION AS AN AID TO ECONOMIC DEVELOPMENT

OBJECTIVES:

The student will...

...discuss the importance of transportation within society.

...investigate possible advantages and disadvantages of an Interstate highway locating within a given community.

...list detrimental aspects of an Interstate highway locating within the limits of the city.

...create ordinances to alleviate some of the detrimental effects of said highway.

...explore the aspects of change and urbanization that might occur with the advent of said road.

...evaluate possible economic impact of highway on the community.

MATERIALS:

- Filmstrips

"Modern Land Transportation" DDC 385- F.C. Eye Gate W.'53

"Roads, Bridges and Tunnels" DDC 385- F.C. Eye Gate W.'53

-Supplemental Enrichment Materials

"Story of Transportation" DDC 385- Kit,F & C Eye Gate '53

-Map of city with tenative highway route.

-Construction paper "highway" and "interchange" in accordance with specifications on map.

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PROCEDURES:

1. Show filmstrips" Modern Land Transportation" and "Roads, Bridges and Tunnels".
2. Discuss filmstrips and the role of transportation in society.
3. Show the map of the proposed highway project. Tell the class that the Department of Transportation has decided to build an interstate highway and that as it is planned, it will pass through a section of the city.
4. Instruct the class to begin a council meeting to discuss the possible economic advantages of the highway coming to the city. If necessary, you might wish to lead them to the following points:
    a. Increase in small business activity.
    b. Good transportation facilities might promote industrial development.
    c. Increased tax revenue base.
5. After a discussion about the advantages, begin to bring up the idea that there will also be detrimental effects also. Areas of concern might include:
    a. Damage to the environment.
    b. Increased traffic through town.
    c. Loss of small town atmosphere.
    d. Increased upkeep and expense to city in supplying quality roads in the wake of increased traffic flow.
6. Let council create ordinances to meet the problems mentioned above.
7. In summary, recapitulate the ideas mentioned in the students'

discussions. Discuss the possible economic impact to the area with the opening of the new freeway.

8. After class, add the new freeway and interchange to the town.

9. The teacher as "The Fates" will at this time write the fate of the city since the new freeway has located within the city limits. Since every class and council will come up with different ordinances etc., each class will have it's own individual fate. For this reason, this portion must be individualized. On the following page, I have written a brief account of my experience with this lesson.

NOTES

I found that the children really could relate to the discussion concerning the importance of transportation to a town. The necessity of these facilities to receive goods and products necessary for life and also to ship goods and products manufactured in the town was realized.

During the council meeting, the class was able to come up with many of the points I listed as advantages and disadvantages without any prompting. The council and class were very excited about the economic growth they thought would come about with the advent of the new highway. They cited the development of the I-90 and route 7 interchange in Conneaut. They felt that travelers would need a place to stay, a place to eat and of course, gasoline. For this reason, the class felt that it was very probable that someone would build a hotel, restaurant and a gas station to meet the demand. In fact, after class, I was approached with a dozen requests to invest in such establishments at the interchange.

The class examined many areas of possible disadvantages. They were not overly concerned with the increase of traffic through town. The class was more concerned with the visual pollution caused by the new road. For this reason, the council adopted an ordinance prohibiting the use of billboards within the city limits.

At the next class meeting, I read the city's fate in response to their decisions. I told the class that a major clothing factory was planning to build within the city limits since the transportation facilities were viewed as excellent. Also, I told them that several parties had contacted me concerning development of the interchange area. I felt their decision to prohibit billboards was an excellent move. It will help maintain the town's quaint atmosphere.

Fate then showed the other side of the coin. Since the class was not real concerned with the excess traffic flow, they overlooked the

fact that any extra traffic going to the main part of town would have to pass through the old covered bridge on main street. This could present future problems. Also, the class failed to realize that with additional traffic, stop signs would not be sufficient at various intersections in town. Stop lights and street lights would become additional expenditures for the city. In later council meetings, these problems were resolved.

PHASE TWO

The school building in town is outdated. Built in 1905, the State Board of Education has decided to condemn the building. The assignment for the class is to fund the replacement of the present building with a modern educational complex.

FUNDING EDUCATION WITHIN THE CITY

OBJECTIVES:

The student will...

...identify the source of funds to meet the financial needs of public institutions.

...define tax and identify the necessity of taxation to meet basic needs in society.

...define "income tax" and evaluate the merits thereof for meeting the financial needs of the city.

...define "property tax" and evaluate the escalation thereof for meeting the needs of the city.

...define "credit" and examine the possibility of financing the schools through this method.

...understand the term "interest" and identify it as the method banking institutions use to make profits from their investments.

...make a decision as to what method to use in order to fund the new school's construction.

MATERIALS:

- Filmstrips

"Taxes" DDC330 P#SF93 - F.C. Eye Gate P.'64

"Banks and Banking" DDC330 P#SF93 - F.C. Eye Gate P.'64

"Credit Buying" DDC330 P#SF93 - F.C. Eye Gate P.'64

MATERIALS, continued:

-Texts

Kane, Elmer R.: How Money and Credit Help Us, Chicago, Benefic Press, 1966. pp. 64-78.

-Sketch of the new school (optional).

-Construction paper school.

PROCEDURES:

1. Prior to the class meeting, assign the readings from the text mentioned above.
2. Introduce lesson. " The elementary and high school in our community was built in 1905. The building is in deplorable shape. Rumors are that the State Board of Education will soon condemn the building. We, as citizens of our community should begin to explore the possibility of rebuilding. Here is an artist's sketch of an educational complex. The cost of this building complex is 10,000 points. In our lesson, we will explore the many means available to us for financing our school.
3. Show filmstrips, following each with a discussion of the key points mentioned in each.
4. Instruct the class to begin a council meeting to discuss the school project. Points might include the following:
   a. Approval of sketch and educational complex.
   b. Find construction site for complex.
   c. Make evaluation of land cost.
   d. Decide on construction site.

e. Discuss funding complex by one of the following:

(1.) Income tax.

(2.) Additional property tax.

(3.) Loan (10% interest)

f. Make decision concerning financing.

5. After class, add the school complex to the city. You may wish to write up a few words from"the Fates" concerning the classes' choices of land and financing.

NOTES

My class was upset with the idea that their present school had to be closed. It was ironic that at the time of this lesson in March, the Conneaut Board of Education had slated Amboy school to be closed at the end of the 1980-1981 school year. Many varied opinions were voiced during the discussion periods.

Some of the children who had assumed the roles of low-income residents were strongly opposed to any tax rate increase. It was noted that the large property owners were more impressed with an income tax for obvious reasons. The mayor reported that if the city tried to pay for the complex in one year, the cost to each student would be astounding. This led the class to their final decision to request a loan and pay for the school over a period of time, increasing property tax by 10 points to cover costs.

The fate that I gave the city was that the location for the school was very well chosen. It was not on a main street and it was centrally located. I commended their decision. I did ask them, however, why they did not consider a less expensive school.

I agreed that paying for the school in one year was impossible. The compromise they made, taking out a loan and raising the property tax by a minimal amount was very good thinking.

My class followed this by a discussion about how raising taxes can be detrimental to a politician.

PHASE THREE

The clothing factory located in town was taken into a conglomerate. The new board of directors has deemed it necessary to sell the factory and place their money in another investment where they will gain more profit. Faced with double digit unemployment and substantial loss of business, the city must find a way to cope.

FORMING A CORPORATION

OBJECTIVES:

The student will...

...define corporation and examine the viability of this form of ownership as a solution to the unemployment rate and factory closing.

...define investment.

...discuss the advantages of a corporation, such as:

a. the large amounts of capital available.

b. limited liability.

c. well trained businessmen to run the business.

...define shares and purchase the same.

...identify themselves as stockholders.

...define the role of a stockbroker.

...read a stock market report.

...define proprietorship and partnership.

MATERIALS:

- 400 shares of printed stocks.
- Chart comparing the three major types of business organization.

PROCEDURES:

1. Introduction- Discuss the closing of the clothing factory and the economic impact the area might have as a result of this action. Areas of discussion might include some of the following:

a. loss of jobs for several class members.

b. reduced income from small businesses.

c. loss of tax revenue to city.

2. Give each student a copy of the chart comparing proprietorship, partnership and corporations. Discuss each.

3. Instruct the class to begin council meeting to discuss the following:

   a. If the factory could be bought, the devastation caused by a closing would be adverted.

   b. With which of the three types of business ownerships should be used in purchasing the factory.

   c. Determine if anyone in the city would be willing to buy the factory at the cost of 12,000 points. In all probability, no one will have the funds to become a sole proprietor.

   d. Determine if anyone wishes to form a partnership.

   e. Determine if anyone would like to become a stockholder at 30 points a share.

   f. Decide whether or not to try to save the factory and by what method.

4. Formulate the final decision of the class.

NOTES

The closing of the factory had come as quite a blow to several of the class members. Four of the students had been given roles as workers in the factory. Two other members of the class had been entrepreneurs and opened a button factory to supply the clothing factory with their products. Another girl in my class had opened a merchandising outlet for the clothing made in the factory. As you can see, the assumed lives of these children would be greatly effected by the closing.

After discussing proprietorships, partnerships and corporations, the class decided to try to save the factory through the formation of a corporation. No one was ready to just let the business close.

As a result of the classes' decision, I, as fate, appointed a stockbroker. She began to sell the shares at 30 points each. I then explained to the class the way to read a market report and then posted a ficticious"open, close and change" so they could keep track of their investments.

ORGANIZATION OF BUSINESSES

TYPE	NUMBER OF PEOPLE OWNING BUSINESS	WHO RUNS BUSINESS	WHO GAINS OR LOSES	TAXED?
Single Proprietorship	1	Owner	Owner	Yes
Partnership	2 or more	2 or more	2 or more	Yes
Corporation	At least 5 but can number into the thousands	Board of Directors	Stockholders	Yes Highly taxed

PHASE FOUR

Election Year!

CHANGE OF GOVERNMENT IN A DEMOCRATIC SOCIETY

OBJECTIVES:

The student will...

...discuss the election process.

...list attributes of a good political candidate.

...form political parties.

...list current issues facing the city.

...write a party platform dealing with the issues facing the community.

...conduct primary elections to select party candidates for each office.

...debate the issues facing the city with candidates.

...evaluate the candidates for various positions.

...elect a new councilman from their respective districts.

...elect a councilman-at-large.

...elect a new mayor.

MATERIALS:

-Filmstrips:

"Political Parties" DDC 353 FS. SVE W.'65

"Governing the City - The American City" DDC301.34 SF84 Kit. NGS- P. '75.

-Ballots

PROCEDURES:

1. Introduction - Discuss the election process and need to change government, as set forth in the Constitution. When a government no longer meets the needs of the people it serves, the people have the right to change that govern-

ment. Elections are our means of doing so.

2. Show filmstrip "Governing the City". Discuss.

3. Show filmstrip "Political Parties". Discuss the advantages and disadvantages of political parties.

4. On the blackboard, make a list of the issues facing the city at this time. Discuss the importance of knowing the issues and knowing the candidate's views on said issues in making wise choices at the polls.

5. Have children form political parties. It is probably easiest to use the democrat-republican division.

6. Write party platforms. Designate a part of the room for each of the parties to meet. There, instruct them to formulate a party platform based on their views on the issues. Specify one of the students in each group to be recorder.

7. Conduct primary elections in each party. Select one candidate for the office of mayor and one for councilman-at-large. Select one resident of each of the towns districts to run for councilman of that respective district.

8. Once the candidates have been selected for the general election, allow the mayoral candidates to select campaign managers and give them sufficient time to each prepare a campaign speech. They may also wish to make signs, etc.

9. Allow the campaign managers to introduce the candidates. They in turn will make their speeches.

10. (Optional) Set up a " T.V. News"set in front of the room. The teacher takes the middle chair of the three set up at a

table. The mayoral candidates sit at the side of the teacher, democrat to the right, republican to the left. The teacher will serve as mediator of the "show". To begin, the teacher will ask questions of each of the candidates. This will be followed by a "press conference" which will allow the candidates to respond to questions from the audience (class).

11. Elections

Prior to the election, have the children register to vote. Set up an area of the room to serve as the polling place. Direct the children to report to vote, sign in, have their names checked and cast their ballots. Students can serve on the election board.

NOTES

The class had anticipated the elections with much enthusiasm. Many were considering themselves as prospective mayoral candidates. Before the election process began, I asked the present mayor, Jenny Szalai, what she thought of the job. I found her answers surprising. Jenny stated that the job was very difficult. She said that it was impossible to please everyone and that no matter what she did, she would make someone mad. The pressure was great and for that reason, she would not seek re-election. This did not however deter any of the candidates.

After the filmstrips and discussions that followed each, we made a list of the issues facing the community. In general, the need for better services were cited. A major concern was the necessity of a new hospital for the town. Also included in the discussion was the tax situation. Most saw that the present taxes were needed but would like to hold the line on any tax increases.

When the class split into parties, it was divided evenly. There were ten democrats, eleven republicans and one child decided to be an independent. I feel his motive was that he would automatically be a candidate for mayor in the general election.

The primaries went smoothly, with each party drawing up their platform on the issues we discussed. A boy was elected as the republican candidate and a girl,the democratic choice.

The three candidates chose campaign managers, made signs and drew paper campaign buttons. The day following the primaries was set as "Campaign Day". The managers and candidates made speeches and I interviewed each of the people in the mayoral race.

At the end of the election campaign, we began our general election. Mitch Trout, the republican,was elected.

PHASE FIVE

A person from out of town has purchased a large farm in the community. A sign on the location reads "City Dump". The town must now decide what to do about the situation.

ENVIRONMENTAL POLLUTION

OBJECTIVES:

The student will...

...discuss the presence of the landfill in the community.

...determine the positive and negative effects of the landfill.

...explore the possibilities of finding an alternative method for garbage disposal and eliminating the dump.

MATERIALS:

-Scraps of multi-colored construction paper for "dump".
-"City Dump" sign.

PROCEDURES:

1. Prior to the class meeting, find a farm or vacant area in town that no one owns. Place the sign that signifies the dump location and scatter the bits of construction paper over the area.
2. Discuss the presence of the dump. What will this do to the city. Some areas of concern might include:
    a. real estate values in the immediate area.
    b. chemical seepage.
    c. water pollution.
    d. visual pollution.
    e. health hazards.
3. Instruct the class to have a council meeting to discuss possible actions that the city might take. Discussions might include:
    a. positive aspects of the dump within the city.

b.negative aspects of the dump.

c.possible options.

(1) Do nothing.

(2) Buy dump.

(3) Bury dump.

(4) Create ordinances to prohibit expansion.

(5) Alternative refuse disposal system.

4. Make decision concerning the dump.

NOTES

My class was outraged by the presence of the dump. They were very proud of the city and became upset when they came in one morning and found one farm, visible from everywhere in town, covered with small bits of brightly colored paper. The mayor wanted to know what could be done to get rid of it.

The class would not attempt to list any possible advantages of having the landfill in the community.

The council could not come up with a solution at their first meeting. It was the first meeting that Mitch presided as mayor. Councilmen were arguing over solutions. Mentioned was everything from hauling it all to another sight to building a fence around the area and planting flowers. Because of the indecision, Mitch was in tears. He found, like Jenny, that being mayor is very difficult.

Because of their indecision, I gave them their newest fate. I bought the farm next to the dump and enlarged the site. The class was furious and Mitch vowed to find a solution at the next meeting. The first thing on the agenda was an ordinance to stop expansion. This gave the class time to find a viable solution. The law simply stated that there would be no landfills, garbage dumps, etc. within the limits of the community.

The class finally decided to look into the possibility of building a facility to burn the refuse and produce energy.

A visitor came to class one day during the debate over the dump. He suggested that the class bury the dump. They inturn responded with reasons like chemical seepage and water pollution as deterrents to this form of a solution. He was impressed with their indepth concern with the problem and their knowledge of the subject. I knew the project was working!

PHASE SIX

The Electric Company has purchased property near the edge of town to construct several nuclear plants. The new complex will help the city's economy but some concern should be given to public safety.

NUCLEAR POWER

OBJECTIVES:

The student will...

...identify the basic concepts of electrical production by burning fossil fuels.

...identify the basic concepts of electrical production through nuclear fission.

...discuss the pros and cons of electrical production by the burning of fossil fuels.

...discuss the pros and cons of electrical production by using nuclear energy.

...evaluate the economic impact of said plant on the community.

...discuss public reaction to said plant and the importance thereof.

MATERIALS:

-Chart illustrating a nuclear power plant.

-Chart illustrating a fossil fuel facility.

-Text

Mallinson, George - et. al: Science - Understanding Your Enviornment, Morristown, New Jersey, Silver Burdett Co, 1972. pp. 303 - 310.

-Buildings for facility.

PROCEDURES:

1. Introduce the lesson by discussing the need for the increased concern over the production of electrical energy through nuclear fission. Why must we search for new answers?

2. Assign readings from text.
3. Discuss readings.
4. Using charts, explain the production of electricity by burning fossil fuels and by nuclear power.
5. Tell the class that the Electric Company has purchased property near the edge of town for the purposes of building a facility to produce electricity by nuclear power. They are to discuss the pros and cons of electrical production through conventional methods and by nuclear power. They will be expected to voice their opinions concerning the new power plant in town and discuss its possible advantages and disadvantages. At the end of their meeting, the town secretary should submit a final approval or disapproval of the project.
6. Instruct the class to have a council meeting. Items of discussion might include the following:

    a. Advantages of electrical production by burning coal and oil.
    b. Disadvantages of the above.
    c. Advantages of nuclear power.
    d. Disadvantages of nuclear power.
    e. Decide whether the town is, in general for the complex or against it.
    f. Discuss economic impact on the area.

NOTES

The class was divided over the idea of whether or not to oppose the nuclear complex. After the preliminary instruction segment of this phase, many of the class members felt that with all the federal safeguards, nuclear power is a viable alternative to our country's energy shortage. Others remained skeptical. They brought up Three Mile Island and the near disaster that occured there. They were worried that as "Fate", I might deal them the same misfortune.

During the council meeting, after a complete discussion of the lesson and the economic growth the community would experience as a result of the plant, the class decided to neither voice opposition nor grant its support to the complex. This solution seemed to satisfy some in the class. The children who were strongly opposed, however, wanted the plant to be stopped.

PHASE SEVEN

The final assignment will be for the class to redevelop the city including facilities enough to accommodate a population of 7500 people.

CITY PLANNING

OBJECTIVES:

The student will...

...draw a map of the city.

...redevelop the city, meeting the needs of a population of 7500 people.

...determine the types of areas to be included within community.

...define business district.

...define industrial area.

...plan natural areas for the community.

...determine the importance of agriculture to the community.

... plan residential areas for low income families.

...plan areas for middle income homes.

...plan area for high income family housing.

...designate recreational areas and facilities for community.

...Determine the importance of heritage and historical value in decisions about what to keep and what to redevelop.

...design buildings used in redevelopment, utilizing math - geometric concepts.

...construct said buildings.

...consider visual effect in redevelopment activity.

...landscape redeveloped portion of the city.

...employ constructive group effort when designing and redeveloping the city.

MATERIALS:

-Paper for maps to be drawn by students.

-Construction paper enough to complete assignment.

-Filmstrips

"The Growth of the City"DDC301.34 SF84 -Kit NGS P'75
"Toward a Better City" DDC301.34 SF84 -Kit NGS P'75

PROCEDURES:

1. To introduce the lesson, tell the children that our small community, in the face of industrialization, the freeway and the new power plant is growing. We must begin to plan for its growth. Discuss some of the reasons cities should be planned instead of being allowed to sprawl.
2. Show filmstrip "The Growth of the City".
3. Discuss key points within filmstrip.
4. Show filmstrip "Toward a Better City" .
5. Discuss key points within filmstrip.
6. Instruct the class that at this point, we are no longer looking at the city on a "yearly" basis. We are now looking into the future. Our town model will be the basis for this assignment. The first segment of the assignment will be to draw a map of the city as it looks right at this point. The second segment of the lesson will be to draw the city as you think it should look in the future, accommodating for the needs of a population of 7,500 people. An estimated 2,000 people live in our

community now. It will be important to remember that the point system is no longer in existance. Our last project is just a plan for the future. For this reason, use your imagination because money is no object!

7. Have children draw maps.

8. Have the children each present their ideas individually to the class.

9. Instruct the class to conduct a council meeting to select the plan or combination of plans to use as a guide to the redevelopment of the city. They, as a group should also discuss what they feel would be important facilities to include in the redevelopment project. Tell them to be sure to include the following:

    a. business district
    b. residential areas
    c. agricultural areas
    d. industrial areas
    e. recreational areas
    f. natural areas

10. After a final plan has been devised, allow the group to divide into smaller groups with the task of developing a specific area. Allow the children to complete their project.

11. Discuss their work.

NOTES

The class hated to see the final phase of our city come. This phase however was probably the most enjoyable.

Some of the more artistically inclined students really enjoyed making the buildings necessary for the renewal projects. I even had one girl bring in a hospital that was built in a half-circle method complete with scale ambulance waiting at the emergency room door.

At one point in our redevelopment activity, a small argument began because Brad, the town doctor, wanted to keep a covered bridge in town as a historical site. Since the bridge was on one of the town's main streets, others felt it would be best to have the bridge removed. They felt that if something ever happened that would make the bridge unusable, the town's economy would suffer.

The argument continued eventually becoming a war based on income. Some of the opponents to saving the bridge said that because Brad was "rich", he didn't care about the businesses in town. They felt that he was not concerned with the idea that if the bridge was closed, some people might loose their jobs. To settle the argument, an arterial highway was designed to ease the traffic flow through the bridge. I guess there is a compromise solution to every problem!

ADDITIONAL ACTIVITIES

During the course of the unit, I used the projects below as activities to correlate with the city. The motivational force evident in the city was spilling over into other subject areas and I tried to take advantage of this.

1. I had the children write an essay about life in Falls Creek in 1881. Some of the papers were excellent. Many were later published in the school newspaper.
2. The children also wrote a paper describing a typical day in Falls Creek from the viewpoint of their assumed roles. The children really became involved in this activity. Some papers were five pages long! I allowed the children to read their works orally to the class.
3. As an extra project, if the children wanted to purchase a new business or home, I gave them the option to design their building, figuring scale and employing geometric concepts in their activities. The students would then construct their buildings from their plans. You should have seen the Mc Donald's !
4. Since different types of housing were available to the students within the city, I made up an enrichment activity to study the several forms and designs of housing present in America today. The children learned about split-levels, Dutch colonials, split-foyers and condominiums to name a few. Children progressed through the programmed unit at their own rate.
5. The city had a newspaper. The children were permitted to write articles and submit them to the editor who faithfully went home after a council meeting and would type his paper, posting it the following day at the bulletinboard for all to read.

EVALUATION PROCEDURES

The major evaluation procedure I used was the child's behavior. I watched how each of the students handled the situations that came about in the course of the study. The comments I made at the end of each phase was a sampling of the types of behavior I observed. I used as my criteria, class involvement, interest in various activities, knowledge of material as evident through class discussions and general attitude.

At the end of each major phase I gave the students quizzes covering the concepts learned in each lesson. Multiple choice and essay questions were used in the formation of these quizzes.

As a final exam, I presented the students with an essay test. I have included a sample of this test with this report. I found that the answers I received in general were very well thought out and handled with a degree of maturity that was not present at the beginning of the City Planning project.

NAME_____

DATE_____

TEST - CITY PLANNING UNIT

1. How does a good transportation system affect the economics of a community?

2. What is a corporation?

3. Do you feel that nuclear power is a good solution to our country's energy needs? Please explain your answer.

4. If we were to hold another election today, what do you feel would be the major issues facing the community?

5. What are the advantages and the disadvantages of serving as an elected public official?